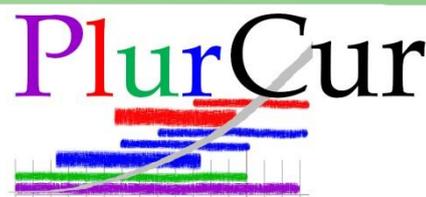


Plurilingual whole school curricula –
Schulische Gesamtsprachencurricula



Workshop PlurCur 7/8 May 2015 in Graz

Template for participants in educational politics, school management, teacher training and research

Your name: Catharine (Karijn) Josephine Helsloot

Your professional background: Linguist & Language coordinator, faculty of education, Windesheim, University of Applied Sciences, Zwolle, Netherlands

<p>Please outline the language situation in your region or your country (official language(s)? language(s) of instruction? typical foreign language(s) taught in school? dialect(s)? etc.).</p>	<p>In the Netherlands, the official language is Dutch (Nederlands=NLD). In the northern province of Frisia (Friesland), Frisian (Fries=FRI) is an additional official language (since 1955). The Caribbean islands Bonaire, Eustacius and Saba – with the legal Dutch status of ‘exceptional municipalities’ – have Papiamentu and English as official languages, in addition to NLD.</p> <p>In line with the European Charter of Regional and Minority Languages, Limburghese (since 1997), Lower-Saxon (since 1996), Yiddish and Sinti-Romanes (both since 1996) are officially recognized as regional or non-territorial languages.</p> <p>NLD is the language of instruction in monolingual schools; NLD, English (ENG) and FRI in bilingual or trilingual schools. The typical foreign languages taught in school are ENG, German (DEU), French (FRA), and the classical languages Greek and Latin.</p> <p>In addition to the national Dutch schools, there are private international primary and secondary schools in the Netherlands, providing education to around 8000 pupils aged 6-19. English is the main language of instruction, followed by DEU, FRA and SPA.</p>
<p>Significance of language education in the preschool sector</p>	<p>In preschool (2,5-4 year olds) the focus is on NLD, although attention is occasionally paid to the ‘home’ or migrant languages of pupils. There is no central policy, however, supporting the maintenance of, or education in home- or migrant language(s). The respective policy is decentralised, as each municipality may formulate its own approach.</p>
<p>Significance of language education in primary education?</p>	<p>In primary education (4-12 year olds), NLD is the main target language. ENG is compulsory in the final grades (Group 7 and 8, to 10-12 year olds), with 2x30 min. lessons per week. Schools can also opt for teaching FRA or DEU.</p> <p>Schools are allowed, however, to start earlier with foreign language schooling, and a growing number of schools (15-20%) is doing so. As from Aug 2015, a new bill allows schools to use ENG, FRA or DEU for up to 15% of their educational activities from either grade 1 (4 year olds) or grade 5 (9 year olds). Most</p>

	<p>schools will choose ENG. In 2014, a pilot study started in which about 20 primary schools participate; these schools offer bilingual NLD-ENG curricula, with 30-50% of education in ENG.</p> <p>In primary school there is usually no room for home- or migrant languages. The general tendency is to only allow accepted foreign languages like ENG, FRA and DEU. It is often forbidden to speak other languages in the classroom, corridors as well as in the outdoor playground of the school. Migrant parents are sometimes discouraged to use their language in the vicinity of their children.</p> <p>A positive trend in primary schools is the growing attention paid to foreign language 'tasters', like a Chinese project or a number of Spanish lessons for the more talented pupils. The foreign language is now seen as educational enrichment. Nonetheless, there is no direct relation with the mother tongues or home languages of the pupils in the classroom.</p>
<p>Significance of language education in secondary education?</p>	<p>In secondary education ENG is compulsory. ENG with NLD and MATH form the basic core curriculum; two out of three of these subjects have to be sufficient at the final examination, and one not lower than 5 in a scale of 1-10.</p> <p>During the three years of Basic Education (Basisvorming) all 12-15 year olds enjoy a second (at lower vocational level) and third (at higher general and pre-university levels) FL. These languages are usually DEU and FRA. At the pre-university level all pupils necessarily take their exam in a second FL. At all levels it is <i>allowed</i> to take an exam in an extra FL.</p> <p>A school is allowed to replace either DEU or FRA with Spanish, Russian, Italian, Turkish or Arabic. Pupils are also allowed to choose Chinese. Annually, the government provides central exams for these languages. However, a school is not obliged to offer education in these languages, but thanks to IT tools these individual choices can more readily be satisfied.</p> <p>Bilingual programmes are offered by more than 130 schools for secondary education. The number of pupils participating in the programmes is not officially recorded. Most programmes take place at HAVO and VWO levels, i.e. at higher general education and pre-university education. However, a slowly growing number of lower vocational schools introduce bilingual programmes. Central examination still does not allow for testing in ENG. Therefore, most programmes return to monolingual NLD in the final upper grades.</p>
<p>Significance of language education in tertiary education?</p>	<p>In intermediate (MBO) and higher vocational education (HBO), as well as scientific education (university, WO) FLs can be chosen as the main subject of study. Outside these studies, ENG is the language of instruction in a growing number of courses and institutions. The seven University Colleges are monolingual ENG. More and more Master's programmes and a small number of bachelor minors in WO as well as HBO, have</p>

	<p>ENG as language of instruction. In almost all MBO vocational programmes at the highest grades 3 and 4, English is a compulsory subject. Students at HBO and WO level may choose a FL course as a minor; in certain vocational studies a second (and third) FL may be compulsory, e.g. in business, tourism or media.</p> <p>However, there is no central policy regarding all HBO and WO students concerning the knowledge of either ENG or another FL. Teaching <i>in</i> ENG increases, but teaching <i>of</i> ENG at HBO and WO students is mostly non existing. Most institutions do not assess the students' language knowledge at the start or end of the studies. The final examination concluding secondary education constitutes the official certificate of admission to higher education.</p>
<p>In your region or country, are there classes which make use of intercomprehension didactics, tertiary language learning, plurilingual teaching approaches? Please explain.</p>	<p>There is no central education policy regarding plurilingual teaching, cross-linguistic or across-languages programmes. In general, teachers of the FLs and of NLD are all organized separately, although sharing of experiences and of curricula may take place. Most secondary schools do not offer courses on general linguistics, cross-linguistic learning, or intercomprehension programmes. Very few schools with a large number of FL speaking pupils allow, or even stimulate, the use of the pupils' own languages for educational benefits.</p>
<p>In your region or country, are there classes which make use of immersion or content and language integrated learning (CLIL)? Please describe in which languages, in which subjects, to what extent etc.</p>	<p>In bilingual schools, CLIL is widely applied. Training in CLIL is offered to teachers in primary and secondary education by various universities or language institutes. In higher education, in teacher training programmes, CLIL is starting to get integrated.</p> <p>In most secondary schools and higher educational institutions the language in regard is ENG. Two schools for secondary education offer a bilingual NLD-DEU programme. Schools are free to choose the subjects in which CLIL is applied. Details concerning the use of CLIL in specific subjects are not publicly available.</p>
<p>In your region or country, is there cooperation between language subjects and content-matter subjects? Please explain.</p>	<p>There is no structural cooperation between language subjects and content-matter subjects, but in some schools or between individual teachers some form of cooperation may take place.</p>
<p>In your region or country, are migrant languages or heritage languages taught in schools? Please explain.</p>	<p>Home- or migrant languages are not officially taught in schools. As mentioned above, Turkish and Arabic may be chosen as a subject, like a small number of other languages, but publicity is normally not granted to this possibility. Financial and logistic reasons are decisive factors to schools for not offering the possibility.</p> <p>The number of 'immigrant' pupils (including second or third generation immigrants) who take an exam in a migrant language is extremely small. And regarding some of the largest groups of immigrants, education of their language is not</p>

	<p>available. Concerning groups are the Surinamese, speaking Sranantongo; the Antillians, speaking Papiamentu; and the Moroccans speaking (one of) the Berber languages.</p>
<p>In your region or country, how are immigrant students integrated into regular schools?</p>	<p>Special programmes are offered to immigrant pupils or students lacking sufficient knowledge of Dutch, in order to be able to participate in the regular school system. So-called 'schakelklassen', connect-classes, exist throughout the country. Since each municipality establishes its own policy, the approaches may differ. The classic form, however, consists of a year of Dutch language training, enriched by content-matter subjects.</p> <p>In Amsterdam, a brand new school (DENISE) offers a whole-school curriculum to non-Dutch speaking 4-18 year old pupils, with NLD and ENG as the languages of instruction. Here, the home languages are allowed to be used freely in the classroom between pupils, whenever this benefits the learning process.</p>
<p>Please outline the foreign language teaching methodology prevalent in your region or country (e.g. learning objectives, typical teaching methods, language learning strategies).</p>	<p>Still prevalent is the traditional approach to FL teaching: classroom teaching on the basis of grammar and text books and workbooks with exercises. Multimedia tools are sometimes used, but not very regularly. All methods developed by the educational publishing houses include a website, but the use of the online materials appears to be rather limited. Overall, the focus is on reading, writing and grammar. In some schools, presenting and debating in a FL is done, but rather on a monthly than on a weekly basis.</p> <p>In a number of secondary schools taking a Goethe, Delf or Cambridge certificate is stimulated. Some schools pay for the certificates, in other cases parents need to pay themselves. In all cases, participation is an individual choice of the pupil/parent.</p>
<p>To what extent are languages compared in the foreign language classroom?</p> <p>Does foreign language teaching make use of and refer to first language classes and foreign language classes?</p>	<p>Languages are mostly not compared in the classroom. But if it happens, the value very much depends on the knowledge and abilities of the individual teacher.</p> <p>Reference to the first language will take place on an irregular basis. Again, this very much depends on the individual teacher. Language teacher training at the applied as well as scientific university level is monolingually organized. Years ago, in higher vocational education a student had to choose two subject matters, which presumably favoured cross-linguistic comparison. The current policy is one of single subject matter studies, however.</p>
<p>Can you identify areas in which projects towards a plurilingual whole school policy could be carried out? Please explain.</p>	<p>The preschool and primary school contexts seem to be the most favourable to start with plurilingual educational approaches. The focus in the early years is on general language development, less on the development of either one or the other language.</p>
<p>Where do you see barriers or problems for projects towards a plurilingual whole school policy specifically in your region or country?</p>	<p>Barriers are the teachers' lack of training and experience to manage a group of children with different languages, and to apply playful cross-linguistic education.</p>

Where do you see potential or advantages for projects towards a plurilingual whole school policy specifically in your region or country?	Parallel to stimulation of plurilingual activities in preschool and primary school, at the higher vocational level training of plurilingual knowledge must take place. In short, general linguistics should be introduced as soon as possible.
Other comments	Fifty years of growing numbers of immigration with a relative increase of different home languages, step-by-step has led to new approaches and to more open and flexible attitudes to other languages than the national and neighbouring languages. The internet revolution provides us with a wealth of language sources, undermining the main argument not to provide plurilingual education, i.e. the financial argument. It is a matter of attitude now.